**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.OA.1**  **The Envision Lesson: 1-2** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Quick review by having the students give vocabulary words that they know that deal with addition.  Some examples from lesson 1-1 would include: part, whole, add, sum, addition sentence, plus (+), equals (=) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  New vocabulary for lesson 1-2: join  Start with real world examples of what you are doing when you “join” something. What happens when you join a game, team, or club. Where you their at the beginning or did you need to sign-up. Have the students physically act what it means to join.  Have the students do a diagram of a part joining another part. For example a student joining a game at recess. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Materials needed: Different color uni-fix cubes or counters and “part-part-whole” mats and dry erase markers.  Introduce students to the “part-part-whole” mat and do some practice problems with the whole group demonstrating how to use it. Have the students follow along with you on their mats.  Check for understanding by walking the room while the students are working to check for understanding. Are they use the mats correctly.  Students will record their work on the “part-part-whole” mats.  Questions:  What does this part represent?  If our whole is ten can we have ……. (ie. Can we have 6 in one part and 4 in the other?)  Why or why not? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Students will record their work on the “part-part-whole” mats.  Questions:  (When following along with the envision math) What do the cubes stand for? What do they show us? Why do we use them? What do you do to find out how many birds there are in all? What do we get when we join the two parts?  Which part of the “part-part-whole” mat is the easiest to find? Which do you think in the hardest to find? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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